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ABSTRACT

This theme issue focuses on strategies to enhance learning of English as a second language and on the importance of bilingual education. In "Bilingual Education Makes the Difference in Learning," Roberto Feliz, who was born in the Dominican Republic and is now a doctor, describes how bilingual education saved him from academic failure and enabled him to become an honors student. "Conversational Insights: On Combining Literature, the Arts, and Technology for Language and Literacy Development" (Juanita Garcia, Laura Chris Green) discusses strategies for using children's literature, dramatics, art activities, word processing, and CD-ROM programs to promote second language development, bilingualism, and biliteracy. "Valued Tutors Write" (Aurelio M. Montemayor) describes the many writing activities of student tutors in a nationally recognized cross-age tutoring program, as well as the specific literacy skills developed by those activities. "Blessed with Bilingual Brains: Is It a Fact or a False Belief?" (Frank Gonzalez) discusses language acquisition by children in bilingual environments, implications for bilingual education, and the advantages of bilingualism. "Commentary: The State of Bilingual Education and the Need To Speak Out" (Maria "Cuca" Robledo Montecel) calls for bilingual teachers to be advocates of bilingual education and the rights of children to excellent education. "Why Bilingual Education Is Important to Me" features three essays by bilingual elementary school children. "The Parent Connection in Language Acquisition" (Ninta Adame-Reyna) explains how parent involvement in native-language literacy development at home can help students develop second-language (English) literacy in school, and provides tips to enhance such parental involvement. This issue also contains a book review by Pam McCollum of "Instructional Assessment: An Integrative Approach to Evaluating Student Performance" (Sandra H. Fradd, Patria L. McGee, Diane K. Wilen) and a list of additional readings on language acquisition and development. (SV)

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IDRA is an independent nonprofit advocacy organization dedicated to improving educational opportunity. Through research, materials development, training, technical assistance, evaluation, and information dissemination, we're helping to create schools that work for all children.

Bilingual Education Makes the Difference in Learning

Roberto Feliz, M.D.

The testimony below was presented to the U.S. House of Representatives' Education and Labor Committee during its bilingual education hearing in the 103rd Congress.

Mr. Chairman, Members of the Subcommittee, my name is Dr. Roberto Feliz. I feel very honored to testify this morning on a topic of critical importance to students who come to school speaking a language other than English. That topic is bilingual education. In my schooling and learning, bilingual education was the difference between life and death.

I was born in the Dominican Republic and lived there until I was 10 years old when my family moved to Boston. In the Dominican Republic, I loved school and was said to be a *cerebrito*, or a very bright child, always earning A's in school.

When I enrolled in the Washington Irving school in Boston, I was placed in a monolingual English fifth grade classroom in a program designed for native English-speakers. With the exception of one or two children, no one in the school spoke or understood Spanish.

I hit the wall of English, and within no time, the excitement that I associated with schooling turned to agonizing frustration. I can't explain how frustrating it is to know something, and know that you know it, but to be unable to communicate your knowledge in a classroom.

I vividly recall taking an exam in my Earth Science class. The teacher was dictating and saying "carbon, carbon," referring to the carbon atom and molecule. All along I thought that he was saying *carbon* which means charcoal in Spanish. This is just one example of how lost I was in science class, and, needless to say, I flunked the grade and saw for the first time ever, a big "F" written next to my name. I can't tell you how depressed and discouraged I was in school. Not only was I not learning, but teachers treated me as if I were stupid; they had no way of knowing what I knew. And children, as you know, can be very cruel. They called me stupid and dumb.

My mother tried to help me. She felt ever more frustrated than I did. Each day she would struggle to get me and my older brothers to go to the school where no one understood us, the school we were failing in, the school we had come to hate. My mother's efforts to talk to my teacher were met with the same wall of silence that I encountered. As much as she wanted to and tried, my mother could not help me in the English-only school.

One day in my second year of school, a woman named Ms. Malave came to my classroom and told me that I was going to be placed in a classroom where I could learn in both English and Spanish. On that day, Ms. Malave seemed like God! And today, Ms. Malave still seems like God, for she gave me a second chance at my education. You see, for me, bilingual education was the difference between life and death in my learning. If Ms. Malave had not saved me, I know that I would have dropped out of school.

I was enrolled in a bilingual education program from the sixth grade until my junior year in high school. While I was developing my English skills, I was able to learn math, science, social studies, even American History, through my native language.

Bilingual Education - *continued on page 11*

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The Intercultural Development Research Association (IDRA) is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity. The *IDRA Newsletter* (ISSN 1069-5672, copyright ©1995) serves as a vehicle for communication with educators, school board members, decision-makers, parents, and the general public concerning the educational needs of all children in Texas and across the United States.

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Popularized in the early 1970s by author Thomas Kuhn, "paradigms" are our models or patterns of reality, shaped by our understanding and experience into a system of rules and assumptions about the world around us. The call for restructuring in education, emerging from a profound sense that education is not working for all children, requires a transformation in how we see schools, students, and their families. If we are to find a new and equitable vision of what education can and should be, new lenses are required to change the way we look at schools and the populations in them - as demonstrated by our "Now" thinkers below.

That is THEN . . . *This is* NOW...

"If she starts first grade with other children and cannot even speak the language that the teachers and the other children speak, and she's a full-blood American citizen, you're abusing that child and you're relegating her to the position of a housemaid."

– State District Judge Samuel Kiser of Amarillo, Texas, in his ruling in a child-custody case ordering the mother to speak English to her kindergartener. Quoted in *San Antonio Express-News*, August 1995

"But, what is more, American society spends thousands of millions of dollars every year in attempting unavailingly to get high school and college students to learn Spanish, because it is assumed that mastery of a second language benefits the country. If this is the rationale, then why ask the bilingual citizens present in the nation to abandon their use of that other language so covetously sought in educational establishments?"

– *Miami Herald*, April 12, 1988

"You've got to realize the attitude of these people. They're not coming to join; they're coming to conquer. They have to raise their little flag, and it's not always on a pole. They want Southern California to be an Asian part of the country. These people work in devious manners. And language is one of the most important tools they can use. Language is the key that opens the door to taking this country and breaking it apart."

– Mayor Barry Hatch, Monterey Park, California, Dec. 1988

"'Official English' efforts pushed by groups who are uncomfortable with the bilingual nature of the Southwest United States always have had a troubling undertone. These groups have sought to plant the suspicion that something is not quite right about people who speak a language other than English in their everyday lives."

– *San Antonio Light*, February 9, 1990

"I think nationally it is unwise to encourage any duality...There is not only no harm but a good deal of wisdom in stating that English will be the official language."

– California Governor Pete Wilson, *Los Angeles Times*, Aug. 21, 1986

"We fear that Secretary Bennett has lost sight of the fact that English is a key to equal educational opportunity, necessary but not sufficient. English by itself is not enough. Not English Only, English Plus!..."

– Mary Carol Combs, "English Plus: Responding to English Only." Quoted in *Language Loyalties*, October 15, 1985

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IDRA challenges practices and firmly-held beliefs regarding the education of children. Instead of viewing readiness as an intrinsic, child characteristic which must be assessed to determine whether that child can benefit from certain school experiences, readiness is views as external to the child and tied to teacher beliefs. IDRA's concept of professional development is based on valuing, of self and others – it is the valuing of self and of colleagues as teachers and as adults with much to offer with a vision and a hope to make a difference in children's lives. We believe that all teachers bring strengths to the profession and that all are capable of both excellence and improvement. IDRA assists people to create educational solutions through innovative, participatory, and hands-on presentations, workshops and technical assistance that promote sustained growth and development. With this principle that encourages unity rather than uniformity, our assistance values the cultures of our participants and acknowledges their experiences.

CONVERSATIONAL INSIGHTS: ON COMBINING LITERATURE, THE ARTS, AND TECHNOLOGY FOR LANGUAGE AND LITERACY DEVELOPMENT

Juanita García, M.A. and Laura Chris Green, Ph.D.

Juanita García, M.A., and Chris Green, Ph.D., are education associates in the IDRA Division of Professional Development. Together they have more than 43 years of professional experience: 27 years of classroom teaching, 10 years of public administration and six years of human resources development. In this article, expressed as a "conversation" between the two of them, Ms. García (J.G.) and Dr. Green (C.G.) share their insights into how to help students acquire bilingualism and biliteracy.

WE MAY BE TEACHING STUDENTS HOW TO READ, BUT WE HAVE FORGOTTEN TO INSTILL IN THEM A LOVE FOR READING...GOOD STORIES WERE THE KEY TO MOTIVATING MY STUDENTS TO READ.

J.G.: "Lights! Camera! Action!" So began the dramatic reenactment by my third grade bilingual class of *Juan Bobo and the Queen's Necklace*, a Puerto Rican folktale (Belpré, 1963). My classroom became a mini-theater as our honored guests, the parents, watched us proudly interpret this humorous and gentle tale. Now, looking back on my students' moment of glory, I realize that I was intuitively combining the arts with children's literature in particularly motivating and enriching ways.

C.G.: What do you think was so effective about this special teaching and learning experience for you and your students?

J.G.: Richard Allington talks about how our curriculum must foster personal ownership of literacy (1995). Allowing children choices seems to be a major factor in establishing ownership. In creating our production, every child proudly participated in roles they themselves had chosen. Some had auditioned for the speaking parts while others volunteered to draw the scenery. Stage managers and costume designers played significant roles in bringing the production alive. I acted as the producer and director, guiding all to build on their strengths and interests.

Also, I think my choice of genre was a particularly fortunate one. Folktales are of special interest to me because they are known to be carriers of culture, tradition and values. My students related well to the story because they could see themselves in the character of Juan Bobo, an honest simpleton who triumphed over cruel cleverness.

C.G.: I have also enjoyed sharing the moral lessons of great stories with my students. Richard Sinatra points out that literature teaches us how to overcome adversity and become more human (1994). He also speaks of how children intuitively understand stories, that is, the narrative form comes naturally and easily to them. Good stories help us explore complex issues deeply, but with ease, by taking on the perspectives of the main characters. How did you help your students make connections between themselves and the main characters?

J.G.: First I sought to capture their emotions. Whenever I introduced a story, I helped them get excited about what was to come by using music, art and drama to pull them into it. For example, before we read *The Burning Rice Fields*, I played Japanese music and issued them water colors and paintbrushes (Bryant, 1963). I asked them to paint the pictures in their minds as they listened to the music.

After we had read the story, I assigned roles for the grandfather, his son and the villagers. We acted out the story so that the students could feel how the characters felt. They began to make associations with people and situations in their own lives and the feelings and emotions they had felt. They identified completely with the characters. This transfer of "me" is the ultimate comprehension of character (Jett-Simpson, 1989; Gómez del Manzano, n.d.).

C.G.: Unfortunately, the arts are equated with play in most schools. It is seldom thought of as a way of having children demonstrate and develop their reading comprehension. Didn't you worry that your students wouldn't learn the skills they needed to succeed in language arts?

J.G.: Yes, it's true that many people devalue the arts. This attitude affects children's interest in reading. When instruction is limited to skill-and-drill activities focusing on bits of language, children lose sight of the purposes for reading. Consequently, students may learn how to translate letters into sounds and words, but seldom do they develop good reading comprehension skills.

C.G.: There are several recent studies that support improved attitudes toward reading and increased skills levels for literature-based approaches. In a meta-analysis of several studies, Michael Tunnell and J.S. Jacobs found support for the success of many kinds of students, including limited-English-proficient, economically disadvantaged, beginning readers in at-risk situations, and older, reading disabled students (1989). Lesley Morrow found positive effects on literacy achievement and attitudes for African-American, White, Asian and Hispanic children when he compared a liter-

Conversational Insights - continued on page 15

VALUED TUTORS WRITE

Aurelio M. Montemayor, M.Ed.

CLAUDIA:

"I'LL ALWAYS REMEMBER HOW ATTACHED I GOT TO A LITTLE PRE-KINDER BOY AND HOW ATTACHED HE GOT TO ME. HIS TEACHER TOLD ME THAT HE DIDN'T WANT TO DO ANYTHING WHEN I WASN'T AROUND. IT WAS VERY HARD FOR ME TO SAY GOODBYE ON THE LAST DAY OF TUTORING. I'LL NEVER FORGET HIM."

– *Tutors on Tutoring*, video script, August 1995

MENTOR THOUGHTS:

"THE VALUED YOUTH PROGRAM IS A VERY GOOD PROGRAM. IT HELPS YOU SUCCEED IN LIFE. YOU GET TO MEET DIFFERENT PEOPLE YOUR OWN AGE WHO ARE INTERESTED IN THIS PROGRAM AS MUCH AS YOU ARE.

THE TUTEE – THERE ARE SOME KIDS WHO ARE NOT INTERESTED IN SCHOOL OR ANYONE. THEN THE TUTOR COMES ALONG AND MAKES A DIFFERENCE IN AT LEAST TWO KIDS' LIVES.

A MENTOR – A MENTOR USED TO BE A TUTOR WHO HELPED TUTEES. NOW WE'RE MENTORS WHO HELP TUTORS. A MENTOR HAS MANY RESPONSIBILITIES, AND I'M MORE THAN SURE WE'LL TRY TO DO A GOOD JOB."

– Ninfa Barboza and Juan Pablo Serna, *Coca Cola Valued Youth Program Mentor Guide*, August 1992

All students can write; the tutors in the IDRA Coca-Cola Valued Youth Program write for many purposes. This program is a nationally-recognized cross-age tutoring program that places students who are at-risk of dropping out of school as tutors of younger children. By the end of the school year, each tutor will have written many times, about many things and for many reasons. We find that the amount of writing and the quality of expression improves for each group of tutors every year.

I began my professional career as a high school English teacher. Almost all of my students were Chicanos in a border town similar to but smaller than Laredo, Texas (my hometown). I was a stereotypically traditional grammarian. I expected my students to like literature and want to write themes. As a "red, white and blue" theme grader (the paper was white, the ink was blue, with my red marks bleeding all over), I felt it was my duty to not let a single mistake pass my desk unmarked.

I even instituted a best-and-worst-theme of the month procedure. Both were put up on the bulletin board. I progressively changed my methods as I became painfully aware of my inability to help most students improve their ability to write. I eventually realized that students will write if they write for many purposes drawing on ideas and feelings that are important to them. They will write if they write to and for each other, if they express concerns, desires, contradictions and impressions and if they use many different materials and tools. Students will write if they see a connection between what is happening in their life, what is important to them and what they are writing.

What tutors write through in the Coca-Cola Valued Youth Program reflects my current understanding of best practices in helping students write more, and more accurately – more expressively and with more facility – ultimately seeing writing as an important form of communication. The approach is less direct and didactic than a grammar lesson, but creates a richer context for feedback, assessment and improvement of both content and form. It is student centered but also skillfully and flexibly guided by teachers who are concerned about the whole student.

Although the primary task of tutors is to tutor and the program does not follow a traditional curriculum for teaching reading and writing, a major outcome is that the tutors write throughout the school year with an increase in quantity and quality of production. Tutors fill out questionnaires and standardized surveys. They make written contracts and keep monthly journals. They also create tutoring tools and write notes to tutees and the elementary teachers in whose classrooms they are tutoring. They create seasonal cards and write thank you notes to speakers and visitors. Sometimes they create books, plays and video scripts about tutoring.

The curriculum outline for the program is fundamentally implemented in the weekly classes for tutors (see box on Page 5). The goals of these classes are to: (1) develop tutoring skills that enable them to become successful student tutors, (2) develop self-awareness and pride, and (3) improve literacy skills. In contrast to a regular language arts class, there is no set sequence or writing curriculum, rather the teacher is encouraged to capitalize on the tutoring task as the source of self-concept improvement and writing enhancement.

The tutors write about their experiences. They evaluate their progress as tutors by assessing the tutee's growth. They share ideas and opinions. Over a school year's span they write weekly about many things. Sometimes they work on group projects such as guidebooks, newsletters, posters and banners. There are many pieces that a strict grammarian would cover in red ink. On some occasions the material is edited and re-written by the students. Sometimes there is peer editing. They have even written scripts and performed them for a video.

Below are examples of student writing that we have collected over the past 12 years. I have organized them around selected purposes for writing to reinforce the pedagogical concept that when students write for specific purposes related to the reality of their lives and about their current experiences, they experience literacy as an important and relevant skill.

Requesting or Giving Information

From initial surveys conducted by teachers: What kind of work have you done?

"I have cut grass."

"I baby-sit for the neighbors."

I need to know...

***Valued Tutors** - continued on page 5*

Valued Tutors - continued from page 4

"Do you get mad when they are misbehaving in the classroom or not listening?"

"How do you make the tutee behave when he is distracting the class?"

"How do I get along with the tutees?"

"Who am I going to tutor? What do they need help in?"

Expressing Thought Processes

From a tutor's journal at the begining of the school year:

"I like tutoring because I enjoy the company of kids. I think they are very active. They remind me of when I was small. I think I want to stay with very small persons because I think 'I hope they have this program in high school.'"

"Tutoring experiences at the elementary school are okay, but I hate when the teacher teaches science. I like to teach math. I also like to teach counting money. I hope that I teach them right so the students will learn very fast because they are getting older and they are going to have to deal with money. I know they'll learn as fast as I did."

Writing about "How I look":

"I am 4'7" in size. My eyes are black. I have three scars on my forehead. I have a small nose. My hair is black, combed to the side. I am chubby and dress nice. I weigh 66 pounds. I am 14 years old going on 15. I am a Mexican person. That is how I look."

Expressing Opinions

Survey responses that complete the sentence: I am not sure about...

"I am not sure that I am good for the job."

"I am going to make it."

"If I'm going to get in the program because of my grades or getting into trouble, sometimes.

"About kids because they are stubborn."

"If the kids will like me, if they know how to read, or if they are smart."

Journal entries of one student:

October – "My first day was boring because I didn't want to tutor in the same class as last year. I wanted new kids to teach. I like the kids I have now, but I want to teach and help other kids in other classes. I like this class and I think I will do a great job with this class.

"My second week of tutoring was great. I helped the tutees in writing, math and games. They first did their work and then went to the computers to play. I played

Valued Tutors - continued on page 13

COCA-COLA VALUED YOUTH PROGRAM: CURRICULUM FRAMEWORK

This curriculum framework is a suggested list of topics for the once-a-week tutor classes. Use these to create your own curriculum.

TUTORING SKILLS

Things to Know about Children

1. How young children behave
2. Basic needs
3. Different ways of learning
4. How children see themselves (self-concept)

My Goals as a Tutor

1. What successful tutoring is all about
2. How I see myself as a tutor (self-concept)
   a. What are my strengths?
   b. What gets in the way of my tutoring?
3. How my feelings can affect my tutoring
4. Information I Need to Tutor
   a. Do's and don't's from the elementary teacher
   b. Do's and don't's about the elementary classroom
   c. About the subject (reading, math, etc.)
5. How to Solve Problems
   a. What is a problem?
   b. When to seek help
   c. How to seek help
   d. How to turn a problem into an opportunity
6. What my tutoring goals will be

Things that Help Children Learn

1. Motivating children
   a. Encouraging words and actions
   b. Rewards
2. How to remember information
   a. Pictures
   b. Saying it out loud
   c. Participating in a group
      - taking turns
      - acknowledging contributions

Making Tools For Tutoring

1. When and how to make attention-getters
2. When and how to make visuals
   a. Flashcards
   b. Charts
3. When and How to Find Resources
   a. Practice sheets
   b. Newspapers
   c. Home
   d. Teachers

SELF-CONCEPT SKILLS

Two Ways to See Myself

1. What is okay with me?
2. What is not okay with me?

How I Express Myself

1. Words
2. Body language
3. Action – doing and not doing

How Does My Self-Concept Affect My Life?

1. What is a "self-concept"?
2. How does the need to be loved affect my life?
3. How does the need to love and be loved affect my life?
4. What happens when I feel bad about myself?
5. What happens when I feel good about myself?

How Can I Enhance My Self-Concept?

1. Identifying my strengths
2. Finding and getting support
3. Building on my strengths
4. Celebrating successes

How Can I Enhance Others' Self-Concept?

1. Identifying others' strengths
2. Giving support
3. Building on others' strengths
4. Celebrating others' successes

LITERACY SKILLS

Listening, Speaking, Reading and Writing Skills

1. What are they?
2. How do they relate to each other?
3. Why are they important?

Literacy and Communications

1. Why do we write?
2. Why do we tutor listening, speaking, reading and writing skills?

Specific Skills

1. How do you know the tutee understands?
   a. Main idea
   b. Details
   c. Meaning through context
   d. Sequence
   e. Predicting and extending
   f. Summarizing and retelling
   g. Fact and opinion or fantasy
2. How do you get the tutee to write?
   a. Mapping or webbing
   b. Brainstorming
   c. Writing for different purposes
   d. Ways to help organize
      - guided writing activities
      - journals or logs
      - story starters
   e. Revising and improving writing

Projects

- Books by students
- Newsletters
- Exhibits and displays
- Scrapbooks

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Like other children, students whose first language is other than English bring a wealth of knowledge and experience to school. But historically, standardized tests have provided little or no useful information about these students' language or cognitive abilities. The use of assessment and testing data has too often been limited to holding students accountable, offering little or no help to guide improvement efforts or foster collective accountability. IDRA works with all parties that have a vested interest in the educational outcomes produced by the schools – the students, the educational practitioners, the families and the broader community – to use data to frame solutions, monitor progress *and* hold all of the participants involved in the educational process accountable for the end results. IDRA is helping schools find solutions to traditional methods of testing and assessment, enabling students from diverse backgrounds to become empowered learners.

BEYOND LANGUAGE ASSESSMENT

Pam McCollum, Ph.D.

Book reviews are a departure from our normal newsletter format, but I feel the book I have chosen to review is a valuable resource for educators who are involved with students learning English as a second language in the context of the public school system. *Instructional Assessment: An Integrative Approach to Evaluating Student Performance*, by Sandra Homlar Fradd, Patria Larrinaga McGee and Diane K. Wilen, differs from most books on language assessment in a number of respects (1994). It is not an edited volume of articles on language assessment but is a clear explication of how to assess non-English language background (NELB) students' level of second language acquisition, literacy development and academic achievement. Its approach is unique because it situates assessment within the school context and relates to instructional issues.

The authors state that the book's purpose is to "provide educators with both the information on which to make effective educational decisions and the knowledge and insight to enable them to apply this information in both theoretical and practical contexts" (p. xii). Their approach calls for *meaningful assessment* that monitors students' progress in a variety of contexts and relates assessment to instruction. They advocate a paradigm shift in assessment from a perspective that uses assessment to "sort" students among programs and considers assessors to be mere data collectors. The new paradigm considers those who conduct the assessment to be knowledgeable "users" of information who are capable of synthesizing assessment data to determine how student performance can be improved.

The utility and practicality of the authors' approach is derived from their long history of work with language-minority students in public schools. Patria McGee and Diane Wilen are both bilingual school psychologists in the Florida public schools, and Sandra Homlar Fradd is an associate professor and coordinator of bilingual, ESOL and multicultural programs at the University of Miami. Their intimate knowledge of questions surrounding the assessment of non-English background students within public schools is reflected throughout the book.

It is not uncommon for assessment specialists to begin work in public schools without sufficient knowledge regarding the assessment of bilingualism, the normal learning curve for second language acquisition and academic content, or how to differentiate special needs from normal second language acquisition in NELB populations. Unfortunately, most university programs still approach assessment from a unidimensional perspective i.e., assessment in English as a second language, English as a foreign language, special education or reading. This volume provides information and resources for assessing NELB students that is generally only available through on-the-job experience. The integrative approach presented here has its roots in language assessment but goes beyond that to assess the second language learner across a variety of dimensions in order to improve educational performance.

The book is organized into nine chapters that are subdivided into smaller sections, followed by "research in practice" activities. The questions in those sections provide the reader the opportunity to reflect on the material and apply it to his or her local context. If the book is used for a course, the questions provide the basis for small group activities and class discussion.

After explaining basic assessment concepts, the book presents second language learner performance and information on the assessment of oral language proficiency. Subsequently, the book pursues various questions that might arise related to the education of NELB students. For example, the issue of identifying language disorders and students with special needs and assessment in special education are treated in depth. Case studies are also used effectively to provide examples of educational decision-making based on assessment and related educational questions.

Instructional Assessment: An Integrative Approach to Evaluating Student Performance is appropriate for those embarking on the study of language assessment for the first time as well as those who wish to review the area or approach it from another perspective. It provides a wealth of information on best practices for the education and assessment of non-English background students and provides one of the best sources of informal scoring rubrics I have seen to date. I recommend this book most highly and feel it would be valuable resource volume even for those who are well versed in bilingual instructional assessment.

Resource

Fradd, Sandra Homlar and Patria Larrinaga McGee and Diane K. Wilen. *Instructional Assessment: An Integrative Approach to Evaluating Student Performance.* (Addison-Wesley Publishing Company, 1994).

Dr. Pam McCollum is a senior education associate in the IDRA Division of Professional Development.

COMING UP!

In September, the *IDRA Newsletter* focuses on Lifelong Learning

Blessed With Bilingual Brains:
Is it a Fact or a False Belief?

Frank Gonzales, Ph.D.

The recent Oscar-nominee movie, *Nell*, with Jodie Foster in the title role, depicts an example of how children acquire language in an isolated environment. Twin girls were raised in an isolated mountain region by a mother who had suffered a stroke and had lost most of her speaking ability. The girls developed a sound system (*phonology*), a word-forming system (*morphology*), a phrase and sentence forming system (*syntax*) and a vocabulary (*lexicon*). Their language, while not understood by others, allowed for communication. The film portrays the interaction between Nell, a physician and a college researcher after Nell becomes the sole survivor of her family. Ultimately, all three individuals learn to communicate, value and respect each other.

All people speak a language. No group of people has ever been identified that did not have a language system, and children have an inherent, genetic disposition to acquire language.

Spanish-speaking students in public schools are very much like Nell. They have developed a language system for efficient communication. They have developed all four parts of a language system: phonology, morphology, syntax and lexicon. They function within their homes and communities in Spanish, their primary language. When they enter school, they are confronted with English and they must learn this new language in order to be successful in school (Zamora, 1979).

Children can learn an additional language, and they can become bilingual. However, while children are learning English, most schools place them in a deficit mode of learning. The educational system values the monolingual, English-speaking student and behaves as if the Spanish-speaking or bilingual student brings a language burden to the school that the school must eradicate before the student becomes an accepted learner. From this perspective, being bilingual or being monolingual in Spanish is not a blessing. Schools send the message that Spanish is not a language that is good enough for learning. This concept is commonly known as *subractive bilingualism*. Children become bilingual at the expense of loosing their first language.

Another approach is currently in use in developmental bilingual programs where maintenance of the students' first language is encouraged as they learn a second language. This concept is called *additive bilingualism*. Monolingual English-speakers are taught Spanish, and monolingual Spanish-speakers are taught English in an "additive" program. Simply stated, another language is added to the child's existing language capability. The primary objective is for the child to become a balanced bilingual at the end of the instructional program.

Problems with the Bilingual Deficit Hypothesis

Too many schools continue to operate out of the bilingual deficit hypothesis. A recent study conducted at the University of Miami Department of Psychology destroys this hypothesis (Oller, 1995). Contrary to popular belief, children who are bilingual early in life do not have poorer vocabularies and less successful school careers that their monolingual peers. Children are truly blessed with bilingual brains if they are exposed to Spanish and English simultaneously during the time they are acquiring their language systems

Dr. D. Kimbrough Oller, who heads the Bilingualism Study Group, and his associates have been studying the linguistic and academic performance of hundreds of children who speak Spanish and English. They have found that children in a bilingual home begin to form words at about the same time as do children in a single-language home. In addition, the speech of three-year-olds who use both Spanish and English is just as intelligible in both languages as is that of their monolingual peers in either tongue:

> At the same age, bilingual children may know fewer words of English or Spanish than their monolingual peers in either language. By the time children reach school, children who learn Spanish and English simultaneously know more words in English than their peers who hear only Spanish at home, while their Spanish vocabulary is similar to that of their monolingual peers (Oller, 1995).

The bilingual deficit hypothesis, which assumes that bilingual children face special burdens in learning both languages, is false:

> On the whole, the results of our research emphasizes the advantages of bilingualism because they show that in most cases of appropriate comparison, children learning two languages simultaneously acquire the ability to function effectively in two cultures (Oller, 1995).

Points to Remember

This research has several implications for bilingual education instruction in public schools.

All children should be taught in more than one language. Children can acquire as many languages as they are exposed to in a meaningful way. To acquire a language, children must have social and academic interaction in that language (Cummins, 1981).

All children should be exposed to meaningful language experiences. The development of communicative competence is dependent upon meaningful interaction with other speakers of that language. Students should be engaged in listening, speaking, reading and writing activities in both languages.

Acquiring a second language requires time. Transfer from one language to

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COMMENTARY: THE STATE OF BILINGUAL EDUCATION AND THE NEED TO SPEAK OUT

María "Cuca" Robledo Montecel, Ph.D.

This article has been adapted from a keynote speech presented by María "Cuca" Robledo Montecel, Ph.D., executive director of IDRA, in November 1994 to the Texas Association of Bilingual Educators' (TABE) annual gathering.

It is a pleasure to be here, and I thank the Texas Association for Bilingual Education for inviting me to share some thoughts with you today.

California voters have approved Proposition 187. Among other things, Proposition 187 denies children of undocumented workers access to California public schools, and it turns educators into agents of the U.S. Immigration and Naturalization Service. Many of us believe that Proposition 187 is mean-spirited, that it is negativist, and that it is flawed. We believe also that while every sovereign nation has a right to develop and to enforce immigration policy, closing public schools to children of undocumented workers is bad education policy, it is bad economic policy, and bad immigration policy. It is also illegal. The Supreme Court of the United States ruled in the 1982 *Doe vs. Plyler* decision that children cannot be denied admission to our public schools, regardless of the immigrant status of their parents...

The trial court, in looking at *Doe vs. Plyler*, was particularly troubled by the state's selection of problem criteria and problem children as the basis for excluding them. The court concluded:

> Bent on cutting educational costs and unable constitutionally to exclude all 'problem' children, the state has attempted to shave off a little around the edges barring the undocumented alien children, despite the fact that they are no different for educational purposes from a large proportion of legally resident alien children. The expediency of the state's policy may have been influenced by the little political uproar that was likely to be raised in their behalf.

I see a few of you wondering why I am talking about illegal immigrants. We are not illegals, you say. Most of the children that we teach are not illegals. Some of us and some of our families have been here for generations. My goodness, some of our families were actually here before the immigrants from Kentucky and Tennessee. Why on earth is she talking about illegal immigrants and perpetuating myths about all Hispanics being illegal or about all Hispanics being un-American? We are here, after all, to talk about bilingual education, about the fact that bilingual education is good pedagogy. We all know that. We are here to learn about how to make bilingual education better. We all know that bilingual education is about teaching children in their native language while they learn English. Bilingual education is, in fact, about learning English and about achieving academically. Bilingual education is American, and we are Americans.

BILINGUAL EDUCATION IS ABOUT TEACHING CHILDREN IN THEIR NATIVE LANGUAGE WHILE THEY LEARN ENGLISH. BILINGUAL EDUCATION IS, IN FACT, ABOUT LEARNING ENGLISH AND ABOUT ACHIEVING ACADEMICALLY. BILINGUAL EDUCATION IS AMERICAN, AND WE ARE AMERICANS.

That is all true, and yet, as bilingual education advocates know, our conversations about bilingual education, about bilingual curriculum, about bilingual assessment, about research, cannot yet be a dialogue that is purely about pedagogy or about methodology or about technique or about how to teach better. Our colleagues in the reading associations can have dialogues and can have debates in academic settings about whether children should learn to sound individual letters or whole words in order to become better readers. And they can do so knowing full well that there is no debate about whether reading is important. The debates are about "how," not about "whether." Bilingual educators, you and I, have no such assurances.

So we have learned to speak not only *about* but to speak *for*; to speak for bilingual education, to speak for the rights of our children to excellent education. We have to create and use knowledge about what works best, whether that is cooperative learning or whole language approaches or portfolio assessments. We also have to speak for the rights of children who do not speak English yet and their right to a full

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curriculum; for the rights of bilingual teachers to stand shoulder-to-shoulder with so-called "regular" teachers in creating excellent learning environments. Do you notice the wording "bilingual teachers" versus "regular teachers"? Are bilingual teachers irregular teachers? We have to speak for the rights of bilingual administrators to manage and direct not only bilingual programs that are appended to the regular program, but to manage and to direct as principals, as superintendents, as service center directors, and – yes – as commissioners of education...

If you have doubts about the need for advocacy and about the need to speak for and not only about, read three new books just published and greatly publicized: *The Bell Curve: Race, Evaluation, and Behavior*; and *The Decline of Intelligence in America*. Those three books, in the name of science and in the name of research, are saying that some of us suffer from bad genes, and it does not matter the number or the types of programs. Money is being wasted on minorities because we just happen to have the luck of being born into a bad gene pool...

So in this 22nd annual TABE conference, I invite you to look at and speak about the very good things that you are doing, the very best approaches, the new techniques, but also to speak *for* bilingual education...

When I am asked how long should a student stay in a bilingual education, I say as long as necessary. That is, as long as it takes to be assured that the student has sufficient English language mastery so that it is no longer a variable in the success or failure of basic skill and content material acquisition.

I ask you to speak for adequate instruction materials... I ask you to speak for administrative support... I ask you to speak for good public policy... I ask you to speak for an America that has room for all of us.

Editor's note: As of August 1995 there were about eight bills that had been introduced into the U.S. Congress to make English the official language of the United States. In addition, pending congressional appropriations slated cuts in bilingual education of nearly 75 percent and eliminated Title VII teacher training, state grants, research, and comprehensive Elementary and Secondary Education technical assistance centers. These cuts, along with massive reductions to other federal education programs, are the largest cuts in history to federal education funding ever planned in Congress.

Dr. Maria Robledo Montecel is the executive director of IDRA.

***Bilingual Brains** - continued from page 7*

another will not occur within three years of instruction. Results from V.P. Collier and W.P. Thomas show that children who were between seven and 12 years of age when they arrived in the United States and who had at least two years of schooling in their native country reached the 50th percentile on reading, language arts, science and social studies tests five to seven years after their arrival (1988). Children between four and six years of age who had received little or no schooling in their native language had not reached the 50th percentile after six years and were expected to reach it after seven to 10 years.

Bilingualism, like any other talent – i.e., playing a musical instrument, dancing, painting, singing, drama – does not occur instantly. It requires, time, practice and exposure to all forms of language in meaningful and gratifying personal experiences.

IDRA believes that any person, child or adult can acquire another language if he or she has the desire to become bilingual, if he or she has meaningful experiences in the language and if his or her attempts in using the language are encouraged and rewarded. To be able to express thoughts and feelings in more than one language is an advantage; one that is becoming a necessity in our multicultural, global society. Throughout its history, IDRA's professional development has guided educators in creating classrooms that demonstrat this concept.

"Blessed with bilingual brains" is a fact that is more true today than ever before. How well I remember the admonition of my parents, although I did not believe them at the time, "*Ser bilingue es muy importante. El que habla dos idiomas, tiene dos almas.* [To be bilingual is very important. He who speaks two languages, has two souls.]

Resources

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Dr. Frank Gonzales is an education associate in the IDRA Division of Professional Development.

WHY BILINGUAL EDUCATION IS IMPORTANT TO ME

Each of these essays was among the top three winners in the 1994 National Association for Bilingual Education (NABE) nationwide writing contest for bilingual students, sponsored by Coca-Cola USA and Apple Computer, Inc.

by Serana Demientieff
Grade 8
Kasigluk, Alaska

Bilingual education is important to me so I can be able to speak in English and Yup'ik. Every child should be taught at least some things about what our ancestors did. Elders of the Yup'ik world worry about losing the Yup'ik language. As for myself, I am very proud of myself because I am a bilingual person.

At our school, in Akula, we have a Yup'ik studies program. The Yup'ik studies program is a program where we can learn or at least remember how to make the things which our ancestors did back then. More and more schools are asking for the curriculum which we are using at our school.

How important do you think it is to keep our language alive? I think it is really important because one we lose it we can not find it ever again. For example, the Eyak language is dying because no one has ever been taught how to read and write in the Eyak way. There is only one elder who knows how to speak and read in the language. If no one has been taught, and that elder dies the Eyak language is gone forever. Would you want that to happen? To keep our language alive we have to teach our future children how to speak in the Yup'ik language and also have to teach them the things we were taught.

It is also important to have the English language too. If we know the English language we can have jobs in the future and be able to speak to non-natives. We also have to know the English language to be able to read things at the store and also in the newspapers and count the money you have to spend.

In the future I plan to teach my children to be bilingual. First, I plan to teach them Yup'ik so they can pass the language onto their children and English so they can be able to communicate with non-natives and also to understand English. ✤

by Huy Nguyen
Grade 5
Orlando, Florida

"A person who speaks two languages is worth two persons," says my bilingual teacher. That is reason enough to make bilingual education important to me. I have a treasure that many people do not have – two worlds of languages and cultures. I would not be writing this essay if there was not a bilingual education program at my school.

My family and I came to the United Sates over two years ago. We came from a war-torn Vietnam, a very small country with a musical language and a millenary old culture. I am so happy to be in this country. My younger sister and I are the unique members in a family of 10 who can go to school in this land of opportunity. That means I will be able to fulfill my dream of becoming a medical doctor. I was not always this hopeful.

Soon after we were enrolled in high school, my hope began to fade away. People around me, teachers and students, all spoke some strange language. I felt like I was enclosed in a box or in a house without windows. I was surrounded by people; yet, I was isolated because communication was impossible.

Fortunately, I was transferred to another school that had a bilingual teacher to help me. My whole world turned around. Suddenly, everything made sense to me. It took my bilingual teacher 15 minutes to explain to me a lesson in my native language, while it took my English speaking teacher an hour to do the same task!

I began to make significant progress in learning English and other subjects. My house now has windows to another world – the world in which I am now living. I have a sense of importance because now I am the link between my family and the world outside of my home.

A Vietnamese adage says: *Cây có côi, nuoc có nguon* [Trees have roots; springs have sources]. An uprooted tree will die. My tree was not uprooted; it was transplanted to another fertile soil. I am lucky to have my tree deeply and firmly rooted in my family, my language and culture. The branches of my tree reach out and capture new nutrients to feed my hunger for more knowledge. My life becomes richer because it feeds on two sources: one is the world of English, the other Vietnamese.

As the world shrinks, an interdependence among nations becomes more evident. People need the bilingual and bicultural skills to communicate and to avoid conflict. I strongly believe that bilingual education can facilitate cultural understanding as it teaches languages. For that reason, all schools should offer bilingual education to their students.

I am proud to be able to communicate in more than one language. I am confident that I will be able to fulfill my dream and my responsibilities to my family and to this country – thanks to my family who supports me and to my teachers who guide me. ✤

María Luisa Mijes
Grade 6
Houston, Texas

In a society where the bright and the not so bright is given the same opportunity, I address myself to you. First of all, I was born in San Antonio, Texas. My parents were both born in Mexico. I am 11 years old now.

Although I came to school knowing only one language, I was able to impact the new world of English with the wealth of my Spanish heritage. My first teachers at home who were my parents sent me to school fully equipped with concrete concepts which I was able to transfer in my bilingual classes.

Bilingual education begun to formulate my new experiences of success in school. There was never a year in which I was not an honor roll student.

It was in kindergarten where I was able to connect my Spanish culture in the Suzuki Violin classes taught to me in school. The music and Spanish language of my ancestors facilitated the rapid progress in the rich multicultural experience. Bilingual education opened a whole new spectrum of light for me. An array of rainbows through music makes me a leader as an ambassador of my culture to the world through television and personal appearances.

I can tell you with great pride that I have sung the songs of my forefathers and serenaded through mariachi music. Presidents, governors, movie stars, and our unforgettable renown Spanish World Comedian. Streams of tears flowed down his face as he heard me sing and play. This experience will forever be imprinted in the profound depths of my soul. My rich heritage leads me through fields of challenging conquests. To be equipped with the wealth of multicultural experiences through music and academic success is an asset. My serenades are a gift for your enjoyment. Your pay is the song of your soul through the simple clapping of your hands. The molding of my life can never be reproduced, sold, nor bought. My authors are unique bilingual teachers, a one of a kind school, my unique parents and home. ✚

This year, bilingual students throughout the country can submit essays on the topic: Why bilingual education is important to me. Essays are grouped into three categories: elementary, grades three through five; middle/jr. high, grades six through eight; and high school, grades nine through 12. The first place winners for each category will be awarded a $5,000 scholarship and an Apple Macintosh color computer. The winners, with their parents and bilingual teachers, will also win a trip to the next annual NABE conference in Orlando, Florida. Each second place winner will receive a $2,500 scholarship, and each third place winner will receive a $1,000 scholarship. The deadline for submission of essays is November 1, 1995. For contest information in English or Spanish call 1-800-GET-COKE or call NABE at 202/898-1829. Essays printed with permission from the National Association for Bilingual Education (NABE).

Bilingual Education *- continued from page 1*

Learning enough English to carry on a routine conversation is one thing; learning enough English to be successful academically in a monolingual English classroom is quite another. For me, it took five years of bilingual instruction before I was prepared to succeed in an English-only classroom. I remember trying to take a 10th grade literature class in English. I knew English, but was absolutely bewildered by the English of Shakespeare. I quickly got out of that literature class, finishing the 10th grade in the bilingual program. In the 11th grade, I found that I was truly ready to make the transition to an English-only program and made the transition successfully. Indeed, I was enrolled in a honors program.

I graduated from high school with high grades and test scores, and I won a Presidential Scholarship to Boston University where I received my bachelor's degree in computer science. Since graduating from Boston University, I earned an M.D. degree from Dartmouth College. Now I am completing the last year of a four-year residency in anesthesiology at Beth Israel Hospital, a Harvard University teaching hospital. As I have said, bilingual education was the difference between life and death in my learning. As a doctor who is bilingual, I know that bilingualism can mean the difference between life and death for many patients.

In Boston, many hospital patients are limited in their English proficiency. Sadly, most doctors are not able to communicate effectively with these patients. Being bilingual has allowed me to serve some of these patients more effectively.

One case that particularly comes to mind was a patient who had been misdiagnosed as having what we call tachycardia of unclear etiology; in plain English, that's a fast heart rate that can't be explained. I overheard the patient explaining in Spanish the fact that she was having trouble breathing, felt her chest pounding, and was very anxious. Her doctor understood next to nothing she was saying. When I translated her symptoms, the doctor agreed with my observation that this patient, a post-surgical patient, was a prime candidate for a pulmonary embolism, or a blood clot in the lung. He immediately ordered the necessary tests which confirmed our diagnosis. Fortunately, this patient was given anti-coagulants and lived. In medicine, as in education, bilingualism can spell the difference between life and death.

My medical colleagues are constantly asking for my Spanish services so that they can communicate with their patients. I am happy to do so; it is just one more way that I can repay the second chance to learn that Ms. Malave gave me. Being a bilingual doctor has made me a more valuable doctor, one who is able to help more people.

My hope is that you, America's lawmakers, will ensure that the children who are in school today and the children who will come to school in the future have the same opportunities that I had – the opportunities to learn that are provided through bilingual education. For students who come to school speaking a language other than English, these opportunities are, quite literally, the difference between life and death.

Roberto Feliz, M.D., was completing his residency in Boston, Massachusetts at the time this testimony was presented.

One constant element in student achievement is parental involvement. Research and analysis of the past 15 years conclusively demonstrate that when parents are involved in their children's education, children do better in school, and the schools do better, too. IDRA believes that parents are intelligent and want the best education for their children. Parents of all socio-economic levels and all cultural groups can participate meaningfully in their children's schools. They can act as a driving force for innovations that improve the education of their children. IDRA helps parents and schools examine ways in which they can make a difference in their students' academic success.

THE PARENT CONNECTION IN LANGUAGE ACQUISITION

Ninta Adame-Reyna, M. A.

As the numbers of second language students in classrooms continues to increase, teachers are preparing themselves by attending workshops and reading articles on second language acquisition, ESL methods and linguistics. One of the most important resources to teachers has received little attention – the students' parents. But interest has been mounting in involving parents to help their children build skills needed in language acquisition.

Many educators now believe that working with parents to promote early language development, before problems occur, is desirable for at least two reasons:

First, according to some authorities, preventive programs are cost effective in the long term because they reduce the need for expensive remedial education and secondly, a preventive approach forestalls the emotional and academic distress children experience when they develop reading difficulties in school (France and Hager, 1993).

Valuing Parents and Their Contributions

Traditionally, however, these parent involvement and parent training programs have been designed by educators in a manner that approaches the training as a means to "fix" whatever is wrong with the parents. Many well-intentioned but misguided programs adhere to *transmission* types of frameworks for working with parents (Auerbach, 1989). These consist of training parents to teach their children in ways that replicate school practices. They are frameworks that characterize non-mainstream and language-minority families as "literacy deficient." Assuming that literacy is acquired only through formal schooling, the transmission model does not acknowledge the work families do to provide an environment conducive to learning. Furthermore, it supposes that literacy development is best supported by using English in the home while ignoring literacy development in native languages.

THERE ARE NOW MORE THAN 1,000 LITERACY PROGRAMS SERVING FAMILIES THROUGHOUT THE UNITED STATES THAT ARE BASED ON THE PREMISE THAT PARENTS, AS THEY ARE, CAN CONTRIBUTE TO THEIR CHILDREN'S LANGUAGE DEVELOPMENT BY MAKING READING AND WRITING AN INTEGRAL PART OF FAMILY LIFE.

There are now more than 1,000 literacy programs serving families throughout the United States that are based on the premise that parents, as they are, can contribute to their children's language development by making reading and writing an integral part of family life and by playing an active role in children's education in whatever language is used in the home (Einstein-Sh, 1992). The problem continues, though, with some of these programs because educators do not realize that the use of first language to teach the second language is an integral part to language acquisition of the child who speaks a language other than English. Not being aware of this, many educators feel that parents who are limited in the use of the second language have nothing to offer the child in the area of language acquisition. Research shows that the best literacy development training programs for parents are those programs that build on the strengths and skills of the individual parents and what they have to offer to their child in their native language in acquiring the new language (Lee and Patel, 1994).

D. Freeman and Y. Freeman state:

> Although the idea that 'more English leads to more English' seems logical, it is contrary to the research evidence which shows that the most effective way for bilingual students to develop both academic concepts and English proficiency is through the use of their first language (1993).

Using the first language to teach the second language is the underlying concept to bilingual education. In bilingual classes, students learn English while developing academic content through first language instruction.

First language instruction provides the comprehensible input students need to develop academic concepts. Cummins argues that a concept learned in one language transfers to the second language because there is a common underlying proficiency (1989). For example, students only learn to read once. Students who have been taught to

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STRATEGIES EDUCATOR'S CAN SUGGEST FOR PARENTS TO DO AT HOME

- ✓ **Ensure that home offers an environment rich in print in the first language.**
- ✓ **Read aloud to children in the first language.**
- ✓ **Share stories about the family with the child in the first language.**
- ✓ **Allow and encourage children to read to parents in the first language.**
- ✓ **Talk to children in the first language.**

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with them. I didn't go the first day we went so I went the next day."

November – "Tutoring is a good experience for me and for my tutees because they like me and I like them. I work with them alot and give them stickers for good behavior. I learn a alot from them and I'm learning work that I didn't know how to do when I was there. I hope I will learn more in time.

"Tutoring is fun for me and for the tutee that I help. I like it so much because my tutee likes to give me stuff and I give him something back or say something nice. Next week I am taking a tiger poster to a girl because she likes tigers and so do I. She gave me a pencil to remember her by. My brother is in that class. He has trouble reading. I help him a little at school and alot at my house."

Journal entries of another student:

After winter holidays – "The last time I went to tutor, the kids were happy to see me. They said they missed me. I was very happy to hear that. I love all the little kids, even though some of them give me a hard time (but that is only sometimes). I also was happy to see the teacher. She said she needed our help. I am happy we can go back to work."

March – "I think this program should continue. It has helped me come to school more. It also has been a great experience. Before I was in the Valued Youth Program, I didn't really care about school. It has helped me because now I want to finish school and graduate because I want to be successful. Before [VYP] my grades were F's and D's. Now my grades are A's and B's. I love to help people and also love my tutees. This is also going to help me in the future. It also has helped me understand kids. I hope this program continues next year."

Dealing With Feelings

From a tutor-developed guide:

"Well, first of all, I am going to tell you how to deal with feelings. When you are talking with a person or a child, you should understand how they feel.

"Feelings mean something people feel in their heart. Showing feelings can sometimes be hard to express. Dealing with feelings is a hard step in life. Sometimes feelings can be worthwhile in life. You should share your feelings with someone. You can help yourself by sharing your feelings with someone. How to talk to kids about feelings. Find help for yourself by asking someone else, a friend or someone you can trust to listen to you. You can also share your feelings with your parents.

"If you don't deal with your feelings, life will be hard for you. Everybody has feelings in this world and there is always a way to deal with your feelings. For example, when you are angry you can calm down and talk to someone you trust. When you are bored you can call your friend and go somewhere. When you are confused you can talk with your parents or someone you trust."

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read in their first language do need to learn a new set of sound-letter correspondences, but they do not have to relearn the whole process of reading. This explains why students with previous education in their own country often do better academically than students who have been in English-speaking schools longer but never received any schooling in their native language. Students who receive instruction from the beginning in a language they can understand develop concepts, negotiate meaning and learn to read. When they begin studying in an all-English setting, they transfer these experiences to the new setting. When bilingual students receive support in their native language, they develop academic concepts and English language proficiency.

Tips for Educators to Enhance Parent Involvement

Some strategies educator's can suggest for parents to do at home to enhance the language and literacy development of their children include the following:

- **Ensure that home offers an environment that is rich in materials printed in the first language.** Encourage parents to supply children with books, magazines, etc. written in the first language and to assist their children in reading in their first language. The teacher, school and public library may offer parents material that can be used in the home in the primary language.
- **Read aloud to children in the first language.** Encourage parents to read aloud to young children. This promotes listening comprehension and a knowledge of story structure.
- **Share stories about the family with the child in the first language.** All children love to be told stories about their family history. Encourage parents to include their children in learning about a rich past.
- **Allow and encourage children to read to parents in the first language.** Once materials are available in the first language, children need help in using these materials. Oral reading with children is recommended as a strategy to involve youngsters in the reading experience.
- **Talk to children in the first language.** Encourage parents to provide time when they and their child can talk in the first language. This can be around the dinner table, driving in the car or simply discussing what is happening on the television. To learn a language one must use the language.

Attracting parents and keeping them involved is a challenge when working with any group of parents. Retention problems do not stem from lack of parental interest in most cases. We, as parent educators, often fail to express the value of parents in the learning process. We must also keep in mind that many minority parents may not feel welcome in schools dominated by White, middle-class culture and values. However, research indicates that a sense of shared responsibility for the education of children is a determining factor in making parents more comfortable in the school setting. We must take special care to empower the role of parents in their children's educational progress no matter what language they may speak.

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Ninta Adame-Reyna is an education associate in the IDRA Division of Professional Development.

Valued Tutors Sometimes Illustrate Their Writings

Valued Tutors *- continued from page 13*

Making Judgements

From a tutor's journal in the Spring:

"My best tutee is a little girl in Mrs. K--'s class. She is a very sweet little girl. When she finishes all her work, she tells me about her problems. She likes to talk about her problems at school and at home. She has many friends at school. One day she told me I was her best friend in the whole wide world. She is such a good little girl, kind and caring."

"My favorite tutee was D---. He worked hard and did his work. He never complained or behaved bad. He respects me and does what I tell him to do. His legs are crippled and he has to use braces. He exercises his legs so that one day he can walk. I gave him candy and a coloring book for being the best kid and for Christmas. He is my favorite tutee."

Modifying People's Behavior

From student-generated lists of unacceptable behaviors and suggested consequences:

"If the person who goes to ISS [in school suspension] is at fault, the coordinator should not let the tutor work for two weeks so that he can learn not to go to ISS. If the person goes to the alternative center twice, the person should be kicked out [of the program]. If the person should get caught smoking or doing drugs, the person should automatically be kicked out."

"1. Hitting people with folders. Consequence: They get you out of the bus and walk to school.

"2. Not participating in fund raisers. Consequence: You don't go on field trips.

"3. If you get caught skipping. Consequence: you get docked."

"If you don't respect your other academic teachers or do work in class, you have one week to straighten up your act. If you don't, you're out!"

"If a tutor was to say a bad word he should not be paid for that day."

"If you are failing too many classes and you don't care if you are failing, you are kicked out of the program."

Expressing Personal Feelings

Journal entries from a student on different days:

"When I need to be alone, I cry. It's usually when I'm mad or sad, especially when I remember my mother's death. When I need to be alone, I remember all the wonderful things my mother and I used to share. Being alone is as if I was by myself. My mother always told me that when I would feel alone or sad, she would be with me. That's why I sometimes need to be alone.

"When I'm alone I like to cry. Why? I don't know. I get very sad when I'm alone. I remember that on my mom's death I wanted to be alone with her. But I didn't want to admit that she was dead. It took me a while to admit it. When I'm alone I like to look at pictures of when my mom was well. I like to be alone once in a while.

"I hate today. I'm tired and bored. I'm just writing because I need a grade. Well, I don't know what else to write, so I'm writing this one thing. I guess that's all. Bye."

Interacting Socially

From a guide developed by tutors for new tutors:

"How to Make a New Friend – Interview Questions: You can start with introducing yourself. ex: Hi, I am ___. How are you? Excuse, I'm ____. What's your name? Can I help you in anything? Are you having trouble in something? I can help you."

Closing rap song of a student-produced video "Tutors on Tutoring":

This song's about tutors
making good deeds
Helping little kids' needs.

Showing them the way
because it will pay
In the future
and in the rest of the way.

We started with problems
and ended with answers.
Now we're touching the future
and leading the way.

The kids heard our foot steps
and opened their hearts.
We opened up new paths
to success from their start.

The Valued Youth Program
has helped us succeed
Become better persons,
fulfill all our dreams, yes indeed.

Now get your own answers,
don't you see?
Hope you'll be lucky
and join V-Y-P!

Aurelio Montemayor is a senior education associate in the IDRA Division of Professional Development.

Conversational Insights - continued from page 3

ature-based approach to a basal approach (1992).

Alicia Salinas Sosa recommends using children's literature specifically with second language learners for both language and literacy development (1989). Elley found that second language learners in the South Pacific, Southeast Asia, Canada and the United States exposed to high amounts of quality literature made greater language proficiency gains and had more positive attitudes toward books than students experiencing structured, systematic second language instruction (1991). Helene Reyes found that journal writing, children's literature and art projects helped seventh grade bilingual students make significant gains in reading comprehension, vocabulary and self-concept (1993). These positive results for language-minority students seem to stem from the fact that literature-based approaches are characterized by a focus on meaning, immersion in print- and language-rich environments, and intrinsic motivation.

J.G.: Attitudes toward reading, the affective domain, are of critical importance. We may be teaching students how to read, but we have forgotten to instill in them a love for reading (García, 1993). That's how I conceive of intrinsic motivation. We waste energy if we teach children to read and write but they continue to avoid independent reading and writing activity (Allington, 1995).

Good stories were the key to motivating my students to read. The children wanted books, real books! I then found that their wide and continuous contact with literature developed and refined their sensitivity to language. They became entranced with the magic of words. This exposure to the sophisticated language found in books increased their vocabularies and their abilities to use complex language patterns.

C.G.: Vocabulary development is a critical need for second language learners. How did you use the arts and literature to expand your students' vocabularies?

J.G.: We became *word gatherers*, collectors of unusual and interesting ways to express things (Pilon, 1985). We used creative dramatics to act out new words in fun and memorable ways. We drooped and sagged as we demonstrated *wilt*; we made sad, tearful faces as we discovered the meaning of *melancholy*. We "roared [our] terrible roars and gnashed [our] terrible teeth" as we showed how Max tamed the creatures in *Where the Wild Things Are*. We also drew and painted a lot of pictures of our new words, making our images visual as well as auditory and kinesthetic.

Soon I heard the children using the words, the idioms, the metaphors and similes from our books out on the playground, in the lunchroom, and, of course, in class. We incorporated them into our journal writing and described each other with big words like *gregarious* and *diligent*.

C.G.: That all sounds like a lot of fun, but what about TAAS? How did you prepare your students to pass the state-mandated test for reading? Was your literature-based approach enough to help them pass it?

J.G.: In discussing students who are reading below grade level, Allington stresses that they must read at least an hour a day, choose much of what they read themselves and write for at least half an hour a day (1995). This formula seems to have worked for me because 100 percent of my students passed TAAS reading and writing. I also followed the advice of many educators who recommend skills practice using the same format that will be used in the target test. But I never used those boring worksheets developed by commercial publishers. My students wrote their own TAAS-like questions based on the stories and books we were reading in class. This one activity gave them exceptional insights into how questions were developed and therefore how they could be answered.

C.G.: Seems like your language arts program had it all – classroom excitement that motivated students to read and write voraciously, excellent skills development especially for reading comprehension and vocabulary development, and the integration of the visual and performing arts into the center of instruction.

C.G.: Did you ever use word processing programs or programs that can be used to create graphics?

J.G.: No, I was unfamiliar with them. How do they work?

C.G.: I recommend incorporating

Conversational Insights - continued on page 16

Professional Development Assistance Available

IDRA provides professional development services in many aspects of language acquisition and development (see Page 20). Ms. García and Dr. Green have created a process for IDRA training of teachers to develop and implement highly motivating and effective literature units. In addition to using the high quality children's literature in English that is freely available from mainstream publishers, they draw on their knowledge of literature in Spanish (*literatura infantil*) and bilingual literature from a Latino perspective. The process includes both training and technical assistance components.

The training component is predicated on the premise that "professional development is more effective when it focuses on a topic in-depth rather than several topics superficially" (Green and López, 1994). Teachers attend a series of training sessions that establish a rationale for literature-based reading and demonstrate how to incorporate reading and writing skills, the fine arts and instructional technology into the daily language arts program. These training sessions are spread out over the course of at least one entire school year and all center on the topic of literature-based instruction.

The technical assistance component is based on the assumption that "professional development is more effective when it is followed-up with immediate technical assistance that supports the new teaching concepts and methods presented" (Green and López, 1994). Training sessions are followed, within one month, by on-site technical assistance in which the consultants perform demonstration lessons in the teachers' classrooms. They show the teachers that the methods and techniques they are advocating can work within *their* classroom environments and with *their* students.

The demonstration lessons are followed by "debriefings" in which teachers meet with the consultants to ask questions and discuss other, related activities that can be used for future lessons. The consultants have found it is important to allow teachers to express their concerns about the new ways of teaching in an open and honest way. Answers that meet individual teachers' needs can be immediately given so as to assist them in making sometimes difficult changes in their usual ways of teaching.

Contact the IDRA Division of Professional Development (210/684-8180) for further information on this exciting and effective training and technical assistance package.

BEST COPY AVAILABLE

Conversational Insights - continued on page 15

them into your writing program. My own research supported the findings of many other studies that have documented the benefits for monolingual students of combining word processing with writing (Green, 1992). I found that bilingual third graders wrote longer pieces and improved their language mechanics, attitudes towards writing and even their reading achievement scores.

For example, let's say you decided to produce a play based on one of the stories you have read. Some or all of your students would write the first draft of the script using paper and pencil, just like you have always done. Then they would type the first draft into the word processing program (input it), making revisions and editing changes as needed. Word processing makes these changes fun rather than the drudgery students experience when they must recopy everything by hand. Then you would get a printout of the final draft, making copies for the speaking roles and others who would need it.

J.G.: What about the sets, costumes and props?

C.G.: Your set and costume designers could use a paint program or clip art graphics to create the sets and parts of the costumes. Some programs designed for children allow for printouts of art creations that are very large, suitable for backdrops. Masks, accessories like crowns and scepters, and other smaller items could be created with a combination of printouts, art materials, and real objects.

J.G.: What other kinds of technology tools would help me with our play?

C.G.: Naturally you would probably want to videotape your production. Videotaping is also helpful at the rehearsal stage. You can videotape rehearsals and have the students watch themselves, evaluating parts they need to practice more or otherwise improve. You also might like to share your script, set designs or even video clips with other students. Wouldn't it be fun to send them to Spanish-speaking students in other countries like Mexico or Spain?

J.G.: Would we mail them copies?

C.G.: You could, but a less expensive and faster way would be to send them your creations electronically. If you have access to a modem you can locate the recipients through the Internet and then forward them the products. They, in turn, can send you written comments about your play or send you their own creations. You can, for example, exchange favorite folktales, comparing the ones your students know with the ones familiar to their foreign peers.

J.G.: That sounds very exciting. But tell me, I've heard a lot lately about CD-ROM software. How can it be used by classroom teachers?

C.G.: CD-ROM programs have especially rich graphics, animation, sound and even video segments in them. My two favorite kinds of CD-ROM applications are electronic books and reference materials. The electronic books can be used just like a regular book, for repeated reading of a favorite story. Some allow you to record your students' voices reading the story aloud or to do reading and writing connection activities like retelling the story or changing the ending. Others have exploratory graphics environments in which students can click on parts of a picture and then watch what happens next. I like to have students predict what will happen before they click, supporting their predictions with reason. This develops recognition of cause and effect relationships.

Electronic reference materials like electronic encyclopedias can bring a wealth of information to your students. Students can look up topics by merely typing a key word into the search facility. Instantly they will see a list of articles, pictures, photographs, sound clips or video clips associated with that topic. They can printout the words and still pictures or copy them into word processing or desktop programs so that they can customize them, creating their own reports and other products.

J.G.: That sounds wonderful! How expensive are these programs and how hard are they to learn to use?

C.G.: If you have the hardware, that is, the computer itself, preferably with a CD-ROM and a printer, then the software is very affordable. Take for instance my encyclopedia example. Most encyclopedia book volumes cost at least $1,000. But very good electronic encyclopedias are running from $100 to $200. And later updates, so that you are always current with the latest information, are even cheaper. Electronic books are usually around $50 to $75. Of course, they keep getting more affordable everyday.

As for learning how to use them, I could probably show you most of the basics in an hour or two. Most are designed to be used by children and others who have little or no technical knowledge. Once you know how to use a mouse to open menus and click on your choices, you have almost all the skills you need to use these programs. Word processing and graphics programs are a little more complicated, but the basics can also be acquired fairly quickly for most programs.

J.G.: I am definitely excited about the training and technical assistance process we've put together (see box on Page 15). Integrating the arts and technology into language instruction gives children the chance to be more active learners.

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Juanita Garcia, M.A., and Laura Chris Green, Ph.D., are education associates in the IDRA Division of Professional Development.

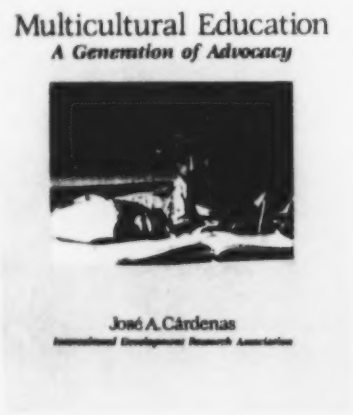
New Book Presents a Generation of Advocacy

The Intercultural Development Research Association (IDRA) and Ginn Press announce the publication of a new book on multicultural education. The book, ***Multicultural Education: A Generation of Advocacy*** by Dr. José A. Cárdenas, is a compilation of 92 articles on multicultural education published over a 25-year period. Dr. Cárdenas is the founder of IDRA, was its executive director for 20 years and now serves as director emeritus of the organization.

The contents of the book provide a historical overview of the author's involvement in the most significant issues in multicultural education as a teacher, administrator and an active advocate for children. It is being distributed by Allyn & Bacon as a reference textbook on this subject.

The book includes a preface and introduction, and a timely foreword by Dr. Maria "Cuca" Robledo Montecel, the present executive director of IDRA. In the foreword, Dr. Robledo Montecel states, "What is needed is a place to stand, a place to come from as we create workable solutions. In this compilation and examination of 25 years of advocacy, Dr. José A. Cárdenas offers such a place ...The premise is simple: all children are valuable and schooling must acknowledge, nurture, and build on that value. This book is an urgent and always insightful call for clarity of purpose."

The dates of the various articles included in the textbook range from 1970 to 1992, though some of the material dates back to the middle 1960s. Articles are organized into 10 chapters dealing with each of 10 major issues in multicultural education. Each chapter is accompanied by a bibliography and appropriate discussion questions. The book also contains five cumulative indices of authors, court cases, legislation, organizations and topics.



José A. Cárdenas
International Development Research Association

The first chapter, "**Minority Education**," addresses problems in the education of minority children encountered by the author during a 42-year period and terminates with recommendations for the creation of culturally democratic learning environments in our nation's schools.

Chapter 2, "**Bilingual Education**," provides a historical perspective on the development and implementation of bilingual education programs in the United States. One article, "The Role of Native Language Instruction in Bilingual Education" (1986), may be the most frequently published rationale for bilingual education in the country. This chapter provides insights into the history of legislation and litigation, attacks on bilingual education by individuals and organizations, issues of segregation and financing, and ends with an extraordinary article on contemporary problems in the implementation of bilingual programs.

Chapter 3 deals with the **education of undocumented children**. The recent enactment of Proposition 187 in California make these articles on past court cases extremely relevant today.

Chapter 4, "**School Dropouts**," has a shorter time span, covering the period between the first Texas study on school dropouts conducted by IDRA in 1986 and current successful, and unsuccessful, approaches to the problem.

Chapter 5 contains seven articles on **retentions in grade** and the implication of this practice on the subsequent school performance of children.

Chapter 6, "**Early Childhood Education**," presents a rationale for early intervention in the education of minority and disadvantaged children, the success of early childhood education and current problems in the implementation of such programs.

Chapter 7 presents four articles on **science, math and technology** in the schools, and its relationship to equal educational opportunity.

Chapter 8, "**Standardized Testing**," presents various articles on the use, and misuse, of standardized tests. The 1972 article on intelligence testing of bilingual children is an excellent rebuttal to contemporary literature which maintains that IQ tests are valid and contain no cultural biases.

Chapter 9 contains 13 articles on **school reform**. The author identifies many of the current attempts at school reform as being dysfunctional, and even counter productive, for minority and disadvantaged children.

The last chapter, "**A New Educational Paradigm**" (1992), brings closure to the book with several hundred specific recommendations for cultural, language, socio-economic, geographic, psychological and gender equity in our country's schools.

Multicultural Education: A Generation of Advocacy is a reading imperative for teachers, administrators, teacher trainers and policy formulators interested in providing equal educational opportunity to all segments of the school population.

At the request of the author, all royalties from the sale of this book will be used as stipends for school youth participating in IDRA's dropout prevention program.

Publication Order Form

Use this form to order publications, to request to receive the IDRA Newsletter *regularly, to order back issues of the* IDRA Newsletter *(such as those listed on Page 18), or to request information about a workshop listed on Page 20 or mentioned in an article. Send this form with your check or purchase order (if applicable) to IDRA, 5835 Callaghan Road, Suite 350, San Antonio, Texas 78228. Make sure to include this form when ordering.*

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RESOURCES ON LANGUAGE ACQUISITION AND DEVELOPMENT

ADDITIONAL READINGS AND INFORMATION

PROFICIENCY ON THE PART OF OUR CITIZENS IN MORE THAN ONE LANGUAGE IS TO THE ECONOMIC AND CULTURAL BENEFIT OF OUR STATE AND THE NATION, WHETHER THAT PROFICIENCY DERIVES FROM SECOND LANGUAGE STUDY BY ENGLISH SPEAKERS OR FROM HOME LANGUAGE MAINTENANCE PLUS ENGLISH ACQUISITION BY SPEAKERS OF OTHER LANGUAGES.

- New Mexico Legislature adopted House Joint Memorial 16, a nonbinding resolution. Quoted in "Supporting Language Rights in the United States," Language Loyalties (March 1989), p. 154

Asher, Carol. **"Assessing Bilingual Students for Placement and Instruction,"** *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, February 1992), pp. 8-11.

Cárdenas, José A. **"Current Problems in Bilingual Education: Part I & II,"** *IDRA Newsletter* (San Antonio, Texas, Intercultural Development Research Association, September 1993 and October 1993), pp. 6, 10; pp. 2, 12.

Cárdenas, José A. **"The Role of Native-Language Instruction in Bilingual Education,"** *Bilingual Education: A Generation of Advocacy* (San Antonio, Texas: Intercultural Development Research Association, 1995), pp. 203-211.

Flores, Rosa. **"ESL Strategies: What Works in Second Language Instruction,"** *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, October 1993), pp. 1, 11.

García, Juanita. **"*Literatura Infantil*: Bilingual Children's Literature,"** *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, September 1993), pp. 1, 11.

Gonzales, Frank. **"Teaching Content Subjects to LEP Students: 20 Tips for Teachers,"** *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, February 1995), pp. 3-4, 9.

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HISPANIC FAMILIES AS VALUED PARTNERS: AN EDUCATOR'S GUIDE

by Maria Robledo Montecel, Ph.D., Aurora Gallagher, Aurelio M. Montemayor, M.Ed., Abelardo Villarreal, Ph.D., Ninta Adame-Reyna, M.S. and Josie D. Supik, M.A.

This publication explores the role of Hispanic families, particularly parents, in U.S. education. Through a presentation of facts about Hispanics in the United States and an honest discussion of Hispanic cultural values and mores, the authors dispel the myths that many educators have about their Hispanic students' families. The book focuses on the common ground shared by schools and Hispanic homes – most notably that education is important. It shows the value of family participation in education.

90 Pages; $19.95

1993 First Edition; Quality Paperback/wire bound; ISBN 1-878550-47-0

MULTICULTURAL EDUCATION: AN OVERVIEW FOR PRACTITIONERS

by Bradley Scott, M.A.

This training set of materials includes a 30-minute training video and a training guide with activities, transparency masters, handout masters for training participants, and an extensive bibliography. It is designed to be used to train teachers, administrators, parents and community people in the basics of prejudice, discrimination, cultural pluralism and sensitivity to cultural diversity in schools, programs within those schools and curriculum used by those schools to educate their students.

30-minute video/76 Pages; $49.50

1992 First Edition; VHS/Paperback; No ISBN

SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

AUGUST 1 - AUGUST 31, 1995

This list includes activities that have been scheduled for particular school districts and other groups. They are not open to the public. For information on scheduling a similar event for your school district or other group, contact IDRA at 210/684-8180.

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
July 27 - Aug. 2	Harlandale ISD	IDRA Math Increases Job Aspirations (MIJA) – Summer Math Institute
Aug. 2	Early Childhood Education Conference - Corpus Christi, Texas	Building Dreams
Aug. 3	San Diego Independent School District (ISD)	Learning Styles for Limited-English-Proficient (LEP) Students
Aug. 4	Early Childhood Education Conference – Corpus Christi, Texas	Administrator Role in Creating Magic (Keynote)
	Alice ISD	Integrating Active Learning Strategies to Enhance Secondary Needs Assessment
	Bishop Consolidated ISD (CISD)	Integrating Active Learning Strategies to Enhance Secondary Needs Assessment
	Freer ISD	Integrating Active Learning Strategies to Enhance Secondary Needs Assessment
Aug. 9	Brownsville ISD	Teacher Renewal
Aug. 10	Dallas ISD	Review of Desegregation Laws and Major Concepts
Aug. 11	Laredo, Webb County Head Start	Developing Strategies for Children's Integration into the School
	Wichita Falls, Texas	Accelerating Achievement of English as a Second Language (ESL) Students
Aug. 13	East Baton Rouge Parish, Louisiana	Cultural Differences
Aug. 14	Southside ISD	Coca-Cola Valued Youth Program (VYP) – Introduction and General Overview
Aug. 15	Brownsville ISD	Teacher Renewal
	Mission ISD	Discipline Management
	Rio Grande City CISD	Dealing with Developmental Stages of Sixth Graders
	Santa Rosa ISD	Effective Teaching Practices
Aug. 16	Arkansas State Education Agency	ESL Strategies and Methods for Intermediate ESL
	Donna ISD	High Expectations and Effective Communication
	Donna ISD	Reading Project Task Force Learning
	Our Lady of the Lake University	Facilitator Training
Aug. 17	González, Louisiana	Diversity in the Classroom
	La Villa ISD	ESL Strategies in the Content Area to Meet the Needs of LEP Students
	South San Antonio ISD	Coca-Cola VYP – First Tutor Meeting
Aug. 18	Laredo, Webb County Head Start	Classroom Management for Student Success
	Midland ISD	Pre-Kindergarten and Daycare Centers
Aug. 19	Goose Creek ISD	First and Second Language Strategies
	South San Antonio ISD, Southside ISD and Southwest ISD	Coca-Cola VYP – Elementary Receiving Teacher Training
Aug. 21	San Antonio ISD	Young Scientists Acquiring English (YSAE) – First Task Force Meeting
	San Diego ISD	Bilingual Education Research
Aug. 22-23	Midland ISD	Reading Strategies, ESL Strategies, and New Approaches to Spanish Reading
Aug. 22	McAllen ISD	Coca-Cola VYP – First Implementation Meeting
	Northside ISD	YSAE – First Task Force Meeting
Aug. 23	El Paso ISD	Introduction to *CALLA*
	El Paso ISD	Language Proficiency Assessment
Aug. 25	Illinois State Board of Education	State Assessment Task Force Meeting
	Our Lady of the Lake University	Facilitator Training
Aug. 28	Arkansas State Education Agency	Planning, Conceptualizing Compliance Procedures
	San Antonio ISD	Project San Antonio Literacy Network (SALNET) – Overview Project Learn to Read
Aug. 29	South San Antonio ISD and Southside ISD	Coca-Cola VYP – First Implementation Meeting
Aug. 29-30	Northside ISD and Southside ISD	YSAE – First Task Force Meeting
Aug. 31	East Baton Rouge Parish, Louisiana	Implementing *Playtime Is Science*

To request further information on these or other training and technical assistance topics, please contact IDRA at 210/684-8180.

WORKSHOPS FOR TEACHERS

Bilingual Book Magic: Literature-based Reading for Bilingual and ESL Students

A book is often a student's best friend in education. Literature-based reading, teaching skills in context, alternatives to round-robin reading and guiding reading groups and their schedules are discussed in this full-day workshop targeting kindergarten through sixth grade teachers. Participants create literature units based on the before, during and after phases of literacy. A 30-page packet is included in the workshop.

Harnessing Writing Power in the Bilingual Classroom

Everything from how to stimulate the birth of a written article to its final revision, are explored in this full-day workshop. Alternatives to workbooks and book reports, poetic forms, emergent literacy, reading-writing connections, and revision and editing are discussed by participating kindergarten through sixth grade teachers.

Language and Literature in the Classroom/La Lengua y la Literatura en el Aula

Written or oral, language dominates the school arena. Through language we can create, play, construct and analyze. This half-day to full-day workshop helps participants develop techniques and strategies that contain oral and written literature. A key objective is to develop the art of oral communication and the role literature takes in its didactical process.

Literature-based Reading Instruction

It is sometimes hard to ignite a student's reading interest. In this full-day workshop teachers compare three patterns of literature-based reading instruction aimed at doing just that. Ways to use the written word as a creative tool for language development is also discussed.

Second Language Reading and Writing

Social studies and science papers is a special focus for participants in this full-day workshop. The facilitator discusses the language principles for second language learners and reviews the steps for process writing. Three graphic organizers to develop vocabulary and concepts are utilized.

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